

WELCOME TO  
**change**



# **School Improvement Plan 2016-17**

## **Pinellas Secondary School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

## School Profile

<b>Principal:</b> Mr. Darren Hammond	<b>SAC Chair:</b> Mrs. Sharon Fahey
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	Educate and prepare each student for college/career and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
88	0%	57%	10%	7%	26%	%

<b>School Grade</b>	<b>2016:</b> No Grade	<b>2015:</b> No Grade	<b>2014:</b> No Grade	<b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All												
Learning Gains All												
Learning Gains L25%												

### School Leadership Team

Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Darren	Hammond	FT	4-10 years
Asst Principal	Etje	Ramdohr	FT	1-3 years
Counselor	Amanda	Dallas	FT	1-3 years
Teacher Leader	Paige	Campbell	FT	4-10 years
Teacher Leader	Yvette	Corbin	FT	4-10 years
Teacher Leader	Santa	Cuccio	FT	4-10 years
Teacher Leader	Sharon	Fahey	FT	4-10 years
Other	Jamie	Donnelly	FT	1-3 years
Other	Edward	Henderson	FT	1-3 years
Teacher Leader	Ronald	Wrazen	FT	1-3 years
Other	Kathy	Vacca	FT	1-3 years
Counselor	Yata	Fields	FT	1-3 years
<b>Total Instructional Staff:</b>	10		<b>Total Support Staff:</b>	2



# School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3  
Marzano Leadership ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

***At Pinellas Secondary School (PSS) our expectations are for students to maintain or improve academics, modify behaviors that interfere with learning. These expectations provide a safe and healthy school environment.***

***School-wide expectations have been clearly identified. Corkboards have been completely filled in all common areas for students with attractive signs of positive character traits for productive, lifelong strategies for learning, social skills, and community success. The walls are well-decorated with posters that communicate school-wide expectations for good character traits, such as our anti-profanity and anti-bullying campaign. Administrators, student services staff, and behavior specialists, and all other designated staff meet and greet students every morning as they enter the building to monitor dress code compliance and identify proper dress code so that our students never have a question as to how we expect them to dress while on campus. Our school recognizes and supports the district-wide policy on electronic devices and tobacco products, and this is communicated to students verbally and in writing via The Student Code of Conduct Manuals, as well as posters that decorate the hallways and classrooms. Our school is geared for behavioral success through tiered levels of support, including the Crisis Prevention and Intervention Team. All members of the CPI team are scheduled to update certification in October 2016. In this way, our CPI team is fully qualified to deescalate potentially violent behaviors that may occur, and/or prevent minor misbehaviors from becoming major misbehaviors.***

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

***Pinellas Secondary School’s school-wide values are respect, responsibility, and civility creating a safe environment for students and staff. We deliver this theme consistently throughout our entire school using career and character development. Our students strive to live within these boundaries and become more confident, build inner strength, and make better decisions.***

***Teachers will be observed on a regularly occurring basis by their designated supervising administrator. The supervising administrator will score the teacher's classroom management skills based on a rubric that has been communicated with the teacher prior to the observation. If necessary, the supervising administrator will recommend appropriate training/professional development opportunities based on the results of that teacher's score report. Satisfactory and/or unsatisfactory completion of any recommended training opportunities will be maintained for each teacher.***

***Students at Pinellas Secondary are involuntarily assigned to this school due to significant behavioral issues that occurred at other schools throughout the district. Frequently, the behavioral issue is accompanied by an academic problem as well. It is well documented in scientific and educational journals that students frequently "act-out" due to difficulties in learning in an effort to hide their shortcomings. To eliminate this barrier (student misbehavior) to our goal (highly effective teaching), we attempt to treat each student as if their academic failure is the cause of their misbehavior. In doing so, "we must dig deeper into strategies that involve processes that develop higher level thinking" (commoncoreiss.pbworks.com/f/CCdriversbarriers.doc).***

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

***Whenever a student is unable to hear the non-judgmental reminder, and continues to escalate in their negative and disrespectful behavior, and after all classroom interventions have been exhausted (seating change, student redirection), a behavioral specialist may be called. Teachers have identified that student(s) are in the anxiety stage and require assistance. A behavioral referral may be written indicating if it is a minor or major infraction, and a behavior specialist may be called for further interventions.***

***Student consequences and/or referrals are determined in accordance with the Positive Behavior Plan. They might include one or more of the following interventions designed to foster a safe environment and highest student achievement, academically and behaviorally:***

- ***Alternative Placement***
- ***Class Meeting***
- ***Behavior Agreement***
- ***Reflection Sheet***
- ***Mediation***
- ***IC Time***
- ***Lunch Bunch***
- ***Child Study Team/ PBS RtI Assessment***
- ***Review FBA/PBIP Interventions***
- ***Review IEP/504 Accommodations***
- ***Social worker and/or School Psychologist Assessment***
- ***Student / Teacher Conference***
- ***Parent Conference***
- ***Work Detail***
- ***Suspension – as a last resort***

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

***Teachers will identify student(s) that are in the anxiety stage or in need of further services. Student(s) identified as needing additional services are referred to child study team. We assist student(s) physically, emotionally, and socially as follows:***

- ***parent contact***
- ***psychology/social work***
- ***guidance referral***
- ***student conferences***
- ***recess***

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

***Student(s) identified with behavioral or academic concerns are referred to the MTSS team. Once a week, MTSS team members gather data from individually assigned zones, such as attendance, behavior, academics, administrative and psychological/social information. Data sources will include:***

- **Intervention Center Behavior Log (IC)**
- **Behavior Call Logs**
- **Behavior Referrals (Pink Copy)**
- **Social Work/Psychology Logs**
- **Healthy School Generations Web Data**

In addition to the restructuring of our MTSS team and its function, we have also implemented a school-wide method of tracking students via a point system that takes into account accountability, academics, attitude, and attendance – The 4 A’s. Instructional staff have devised their own manner of classroom tracking, and students are responsible for tracking themselves. One behavior specialist, Y. Corbin, has taken on the task of meeting with each student individually to train and encourage their self-monitoring skills because it is difficult for students to earn points unless they know why and how. Our MTSS team receives information constantly from the teachers who have concerns about students based on their own information gathering system, and we add this list of resources stated above in order to make the best plan possible for each student. When a plan is made for an individual student, we will track that student each week for Plan/Do/Study/Act discussions during MTSS meetings and decide whether to continue, stop, or revise our action plan. The combination of our new tracking method and MTSS focus is expected to increase student outcomes for success via direct data analysis and through human connections.

Pinellas Secondary will also use these new initiatives to continue to decrease or eliminate the discrepancy gap between the numbers of suspensions for black male students versus other male students. Using Focus as a resource, it appears that Pinellas Secondary was able to reduce the number of suspensions from 2015 to 2016 by 16%. Our goal is to put all elements of our School Improvement Plan in place immediately and continue to reduce the number of suspensions at our school, in particular, the number of suspensions for black male students.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

**Leadership conducts walkthroughs with feedback, classroom observations, evaluations, and provides staff with professional development opportunities for areas identified in need of improvement.**

**School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
<b>Goal:</b> <i>Pinellas Secondary’s goal is to provide a safe and healthy learning environment for our students.</i>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<b>Constant monitoring of students throughout the day.</b>	<b>All Staff</b>
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
<b>Goal:</b> <i>100% Student Success.</i>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<b>Assess each student individually and provide targeted strategies for the academic, behavioral, and emotional needs of the student.</b>	<b>All Staff</b>

<b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

***Pinellas Secondary School follows the Marzano’s strategies as per district mandated policy. Rubrics and Scales were used throughout the school year to enhance learning strategies and allow students and staff to self-reflect on progress.***

- ***Students were more self-involved in their academic progress***
- ***Students were able to track their own assignments and progress***

***Success was measured through test results, evaluation outcomes, and self-reports.***

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

- ***More hands on projects***
- ***Collaborative Projects***
- ***Increase kinesthetic, auditory, visual learning styles in the classroom.***
- ***Increase teacher/class collaboration***

***Data reviewed include:***  
***Testing/Assessment data***  
***Behavior Referrals***  
***Student Reflections***  
***Promotion/Retention Statistics***

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

***Teachers measure student growth using student scales reflection journals. Based on students’ journal reviews, teachers make adjustments of daily lessons.***

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

***Students are enrolled in remediation courses for reading and mathematics. In addition to teacher instructions, students utilize resources such as Math Nation, Think Through Math, Reading Plus, Read 180, and Khan Academy. PSS offers free after school tutoring to help students to reach grade level proficiency.***

*Students also have the opportunity to take PERT, ACT and SAT tests to receive concordant scores to be able to meet graduation requirements.*  
**Pinellas Secondary School Offers:**  
*Future Plans*  
*Book Giveaway*  
*Academic Credit Check/Grade Promotion*

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

<b>Instructional Strategy 1</b>	
<b><i>Bell-to-Bell instruction</i></b>	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<b><i>Bell Ringer Activity or Lesson</i></b> <b><i>Content Lesson</i></b> <b><i>Student Scales Reflection</i></b> <b><i>Strategy is monitored by review of lesson plans/observation/walkthrough/student input</i></b>	<b><i>All Staff</i></b>
<b>Instructional Strategy 2</b>	
<b><i>Increase Student Engagement</i></b>	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<b><i>Teachers utilize a variety of kinesthetic, visual, and auditory assignments to increase student engagement</i></b> <b><i>Motivate students to attend class daily by implementing PBS strategies</i></b> <b><i>Implementation of strategy is monitored by</i></b> <b><i>*Daily parent contact to students who are not in attendance</i></b> <b><i>*Review of weekly attendance report</i></b> <b><i>*Child Study Team meetings</i></b>	<b><i>All Staff and Child Study Team</i></b>
<b>Instructional Strategy 3</b>	
<b><i>Physical Activity 5 min. per instructional Period</i></b>	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<b><i>Teachers has students stand up and stretch or do related activities when students' energy is low; teacher facilitates movement to learning stations; students will physically move to respond to questions (i.e. vote with your feet); students will physically act out of model content to increase energy level and engagement.</i></b> <b><i>Implementation of strategy is monitored by teacher, walkthroughs, and student input</i></b>	<b><i>All Staff</i></b>



# Collaboration for Professional Growth

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

- **Monthly PLC’s**
- **Monthly Staff Meetings**
- **Staff Luncheons**
- **Wellness Challenges**
- **Staff Awards and Recognition**

According to the climate survey, the administrative team focuses clearly on student success, expects staff members to hold all students to high academic standards, and holds all staff members accountable for student success. Our school has formal processes in place for welcoming students and parents (Intakes), supporting new staff members (Mentor-Mentee PLC), and providing opportunities for continuous professional development (PLCs, Teacher Leaders). Our Multicultural, Hospitality, and Wellness Committees take care of our emotional and social well-being. We work collaboratively with our business partners to recognize staff success. Overall, we continue to grow as a team that support each other with respect, responsibility, and civility.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

- **Monthly PLC’s**
- **Child Study Team**
- **MtSS**
- **Monthly Committee Meetings**
- **Provide professional development on and off campus that is funded through Title I**
- **Master schedule reflects common planning time for some core academic subjects**
- **5 Staff members are currently working on the Certification for National Dropout Prevention**

## Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

- **Behavior and Classroom Management**
- **Marzano’s Implementation**
- **Performance Matters**
- **CPI**

**Yes, if staff receiving the training follow through on the strategies taught and implement processes then there is an increase in staff effectiveness and student learning.**

**Continue training staff.**



Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

<b>Key trainings planned for summer / fall related to teacher, staff growth needs.</b>	<b>When? Summer, Pre-School?</b>	<b>Participants? Targeted Group?</b>	<b>Expected Outcomes?</b>
Reaching the Wounded Student Conference	Summer	Admin/Behavior Specialist/Student Services	Bring home information that would pertain to our student population.
Healthy School Academy	Summer	Health	Bring home information that would pertain to our student population.
Crisis Prevention Institute - CPI	Fall	All Staff	Bring home information that would pertain to our student population.
ESE Summer Institute	Summer	All Staff	Bring home information that would pertain to our student population.
Trauma Informed Care	Summer	Social Worker	Bring home information that would pertain to our student population.
District Wide Training	Fall and Spring	All Staff	Bring home information that would pertain to our student population.
Youth Mental Health First Aid USA Certification	Summer	Assistant Principal	Bring home information that would pertain to our student population.
Reading and ESOL Endorsement	Fall and Spring	Teachers	Bring home information that would pertain to

			our student population.
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## Family and Community Engagement

Connections: **District Strategic Plan** • Goals 1,3,6,7  
**Marzano Leadership** • Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Community Partnerships: PSS will work with students on reading/math skills (tutoring); workshops for parenting skills. In addition, we work with the following community partners PAR, Clothes to Kids, CINS/FINS, Bethel Community, DJJ, Suncoast, Directions, Boys & Girls Club, and Family Resources. Parents will be given surveys throughout the school year seeking input on activities, training, and materials they feel will be needed to help their child succeed.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Parent/Student Intake Conferences: Pinellas Secondary School will hold student/parent intake conferences to transition their child to PSS for the assigned time from their zoned school.  
 Parent Workshops: PSS staff will offer parenting workshops (academic, behavior, parenting skills, test-taking strategies) during the school year in regards to building positive relationships with their child  
 Parent Meetings/Trainings: PSS will offer parent meetings/trainings per survey results at Pinellas Secondary School (PSS) during the 2016-2017 school year.  
 Title I Parent Informational Package and Annual Family Engagement Events -Parent Involvement Plan, Compact - overview/input about upcoming news/events, budget; FSA info; FOCUS training/concerns; college readiness; building relationships.  
 Meeting dates/times will be sent via Connect-ED, PSS newsletter/school Email, fliers, posters, phone calls.

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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\*Note: Please use your own school data resources or best estimates in completing this inventory.

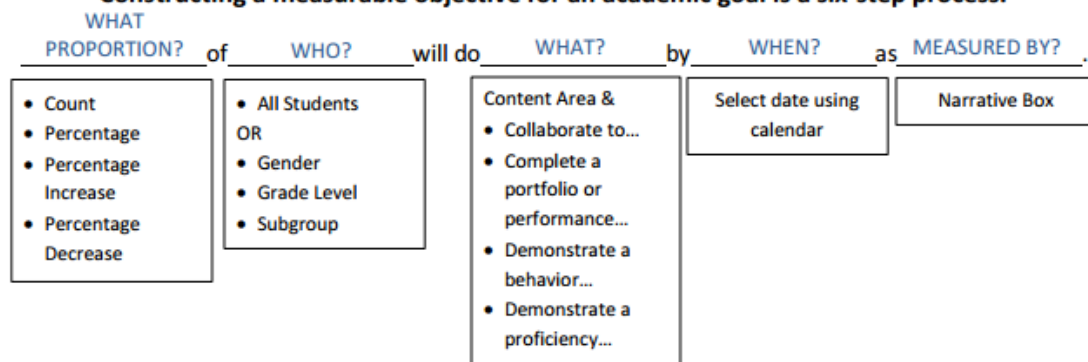
### Family Engagement / Key Strategies

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: To increase family participation in school activities tied to student learning by 25%	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Have staff canvass the neighborhoods to engage parents and inform them of school events as events are scheduled.	Hammond/Fahey
<b>Goal 2:</b> What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To have at least one representative from Pinellas Secondary at community events pertaining to the student population of the school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Inform staff at monthly staff meetings about community events	Hammond/Fahey
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – School Goals / Action Steps

### Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Mrs. Quaglieri
By June 2017, all students will demonstrate a 5% growth in scale scores on the FSA Reading and/or Writing Assessment over their previous year's scores.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>ELA Educators will attend district-wide training pertaining to content area with a focus on instruction and implementation of testing. Teachers will also implement lesson plans provided by Write Score that mimic FSA testing in order to prepare all students for progress monitoring through Write Score, and for ELA reading and writing standardized testing on the FSA. In addition, teachers will analyze data from progress monitoring to inform instruction, conference with students, and track progress.</p>	<p>Students will progress monitor using the Reading Inventory program and Write Score which will provide a baseline in the first cycle of testing. Progress will be charted at the second cycle of testing using Write Score data to inform further instruction prior to the Spring administration of FSA. The FSA test data will measure the success of students exceeding last year’s scale scores by 5%.</p>

Mathematics Goal	Goal Manager: Mrs. Smith	
<p>In comparison to the previous year, all math students will demonstrate growth by 5% on the scale scores as measured by the FSA math assessment.</p>		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
<p>Teachers will provide in-class modeling and standards-based exemplars to help students self-assess their progress toward the standard. They will utilize research-based strategies such as gradual release, speaking and listening protocols. Each classroom teacher will implement Marzano scales to thrive instructions. They will review student work samples as part of our instructional rounds and PLCs as a periodic “rigor” check. They will conduct data chats with students, parents, and colleagues to support students’ progress toward the goal. as well as monitor student data folders. The school will offer tutoring to those who need additional help.</p>	<p>Scales/self-reflections Classroom assessments Performance matters</p>	

Science Goal	Goal Manager: Mr. McKenzie	
<p>Science students (8<sup>th</sup>and Biology) taking the 2016-17 state assessment will demonstrate growth by 5% on the FSA science assessment than what students scored in the previous year.</p>		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<p>Teachers will provide in-class modeling and standards-based exemplars to help students self-assess their progress toward the standard. They will utilize research-based strategies such as gradual release, speaking and listening protocols. Teachers will incorporate kinesthetic, visual, and auditory learning styles to</p>	<p>Since we cannot compare individual students, progress is monitored using Performance Matters Cycle 1 through Cycle 3. We expect an overall increase during the year. We compare years</p>	

support learning. Each classroom teacher will implement Marzano scales to thrive instructions. They will review student work samples as part of our instructional rounds and PLCs as a periodic “rigor” check. They will conduct data chats with students, parents, and colleagues to support students’ progress toward the goal. as well as monitor student data folders. The school will offer tutoring to those who need additional help.	(2014-2015 to 2015-2016, etc.) by using a summative comparative average for all students taking the Performance Matters tests. We use the same measure for Science 8 and Biology state tests.

**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Social Studies	<b>Goal Manager:</b> Mr. Gordon
Social Studies students (Civics and U.S. History) taking the 2016-17 state assessment will demonstrate growth by 5% on the FSA assessment than what students scored in the previous years.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers will provide in-class modeling and standards-based exemplars to help students self-assess their progress toward the standard. They will utilize research-based strategies such as gradual release, text based questioning, speaking and listening protocols. Teachers will incorporate kinesthetic, visual, and auditory learning styles to support learning. Each classroom teacher will implement Marzano scales to thrive instructions. They will review student work samples as part of our instructional rounds and PLCs as a periodic “rigor” check. They will conduct data chats with students, parents, and colleagues to support students’ progress toward the goal. as well as monitor student data folders. The school will offer tutoring to those who need additional help.	Scales/self-reflections Classroom assessments Performance matters Since we cannot compare individual students, progress is monitored using Performance Matters Cycle 1 through Cycle 3. We expect an overall increase during the year. We compare years (2014-2015 to 2015-2016, etc.) by using a summative comparative average for all students taking the Performance Matters tests. We use the same measure for Civics and U.S. History state tests.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Future Plans	<b>Goal Manager:</b> Coach Orr/ Mrs. Dallas
100% participation for all eligible students	
Actions / Activities in Support of Goal	Evidence to Measure Success

PSS Guidance counselor will administer the county wide career planning assessment to all 10-12 grade students with the expectations of 100% participation for all eligible students	Statistics provided by Future Planning Students have access to personal results from assessments

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy Schools	<b>Goal Manager:</b> Coach Orr, Dr. Donnelly
Work toward SILVER Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was recognized for BRONZE national recognition. Eligible in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for SILVER national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules and apply for national recognition.	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition

### Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Mrs. Ramdohr
Close the achievement gap in ELA between black and non-black students by 5 percent.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Clear and concise expectations for classwork/homework Guidance on how to register for online learning Motivate students to enroll in Course/Credit recovery courses to work toward graduation Clearly communicate with parents and students how online learning resources and expectations benefit their academic thrive	Classroom Observations Test Scores Credit Recovery

Subgroup Goal (ELL)	Goal Manager: Guidance Counselors
To increase the percentage of ELL students passing the CELLA test by 5%.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Administration of the CELLA test. Language Translation Software Access to District Support Services for ELL Students.	CELLA testing outcomes Improvement in test scores.

Subgroup Goal (ESE)	Goal Manager: Mrs. Blair
Students will utilize accommodations to increase statewide and EOC testing results by 5%	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Case manager will inform students and provide a copy of their accommodations.	Hard Copy and Log.
With support the ESE student will request their accommodations.	Support Facilitation Log completed by the support Facilitator.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

**Early Warning Systems (EWS) -- Data and Goals**

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade 9th	Grade 10th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	12	6	10	5	9	54	78
Students with attendance below 90 %	9	12	14	22	10	269	25
Students with excessive referrals**	15	20	40	36	20	269	49

Students with excessive course failures**							
Students exhibiting two or more indicators							

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Attendance specialist will meet with students weekly in the Social Work office who are identified as attending school less than 85% to work on strategies and identifying barriers to improve school attendance to 85%.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Pull attendance reports from FOCUS weekly		FOCUS average daily attendance
Schedule time to meet with students each week who are not attending school at least 85% of the time and discuss students at CST meetings.		Outlook calendar

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Reduce the number and percent of discipline incidents for all student subgroup by 20 %.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Create a safe and healthy learning environment by 100% supervision of all students upon arrival and departure.		5% reduction in students receiving referrals, OSS, and ISS.

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Students will track their behavior with daily progress monitoring sheets to reduce referral, out of school and in-school suspensions.		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>
School wide Classroom Hierarchy		Show a 10% Increase in students remaining in classroom environment.
School wide expectations in conjunction with the 4 A's.		High percentage of students successfully complete the rubric. (BASELINE YEAR)



Training in Roadmap to Responsibility for all staff.	Teachers better understanding of student's behavioral needs, and as a result a 5% reduction in behavior specialist calls.
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**EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

*Pinellas Secondary School offers free tutoring 2 days a week for 2 hours each session. Gradpoint utilized for course and credit recovery.*

**Early Intervention / Extended Learning Goal**

Please ensure that your goal is written as a SMART goal

*Goal: Increase student participation in afterschool tutoring by 5% each semester.*

Actions / Activities in Support of Goal	Evidence to Measure Success
<i>Inform parents via the web, phone calls, SMS messages, and all information covered during weekly intakes and student orientation.</i>	<i>Participation in after school activity. (Sign-in Sheets)</i>

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	31	% with advanced degrees	35.5
% receiving effective rating or higher		% first-year teachers	6.5
% highly qualified (HQT)*	0	% with 1-5 years of experience	25.8
% certified in-field**	100	% with 6-14 years of experience	35.8
% ESOL endorsed	25.8	% with 15 or more years of experience	32.3

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

Following Pinellas County Schools' policies in recruitment and retainment of highly qualified faculty and staff  
 Providing opportunities to become teacher leaders  
 Established and maintained mentor -- mentee program for faculty and staff new to our school  
 Encouraging professional development on and off campus  
 Networking  
 Establishing and maintaining a collegial culture of respect, responsibility, and civility  
 Personnel responsible: administrators and lead mentor

**SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Sharon	Fahey	Other	Other Instructional Employee
Darren	Hammond	Black	Principal
Michelle	Toppings	White	Other Instructional Employee
Eric	McManus	White	Other Instructional Employee
Monica	Gray	Black	Business/Community
Amanda	Flournoy	Black	Business/Community
Lucinda	Moore	Black	Business/Community
Sue	Boulay	White	Business/Community
Etje	Ramdohr	White	Other Instructional Employee
Christina	Fields	Black	Business/Community
		Select	
		Select	

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Mr. Hammond
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State Days / Intervals that Team meets below.
The team meets monthly.

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

Plan: Each department request will be honored in accordance to their goals, student needs, and assessment requirements (State/district curriculum, technology, materials, professional development)
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Title I Funding: \$ 66,992.00
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